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ABSTRACT

The first of two volumes, this packet contains four learning exploration activities that hospital workers can use in a classroom setting to improve their reading skills. The instructor's manual contains information about reading instruction, teaching suggestions, and a pre- and post-evaluation, along with a syllabus for the 13-week course that provides information on instructional goal, course description, objectives, rationale for the course, schedule, and major curriculum topics. In the student workbook are activities designed to help students learn strategies that will help them to interpret the materials they find in the workplace and to maintain a handbook that will assist them in applying reading strategies. The four learning explorations cover the following: reading aloud to help comprehension, more about reading, "before-reading" strategies, and practicing and further developing reading strategies. Each of the learning explorations includes questions for students to answer and information sheets. (KC)

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Project VISIONS
Enhancing Your Employment through Educational Opportunities

Instructor's Guide and Student Workbook for Strategic Reading for Hospital Employees I

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The Regional Medical Center/
Orangeburg-Calhoun Technical College

INSTRUCTOR'S GUIDE

For

Strategic Reading for Hospital Employees, I

Developed by Edmund Vitale, Jr.
Gaithersburg, Maryland

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PRE-EVALUATION

"BASIC READING STRATEGIES

CYCLE III

Name_____ **Date**_____

I. Assessment Prediction: Predict the contents of the article below based on the article's title. Answer the following questions in your own words. Don't be concerned about spelling.

1. What do you think an article called "Understanding Social Security" will be about?

2. Why is it important to understand social security?

3. What benefits does social security provide in addition to Medicare?

4. What do you think would happen if your employer incorrectly reported your social security number to the government?

II. Comprehension Skills: Read the following selection carefully. Select the correct answers to the questions.

UNDERSTANDING SOCIAL SECURITY

About nine out of ten of all working Americans are protected under social security. If you are one of them, the Social Security Administration has a record of the earnings reported for you.

Year after year, for as long as you do work covered by the social security law, regular reports of your earnings will come to the Social Security Building near Baltimore to be added to your own personal social security record - a record that some day will be used to figure the amount of social security benefits payable to you and your family.

The basic idea of social security is a simple one. During working years, employers, their employees, and self-employed people pay social security contributions into trust funds. Then, when earnings stop because of the worker's retirement, disability, or both, cash payments are made from the funds to the worker and his/her dependents or survivors.

In addition, the health insurance part of social security, called Medicare, provides hospital and medical insurance protection for the worker at 65. It also helps pay health care costs for the worker's dependents who are eligible for monthly cash payments.

1. This passage is mostly about
   A. Government Health Insurance
   B. Working Americans
   C. How Social Security Works

2. Who is protected by social security?
   A. only those people who pay into the social security trust fund and their dependents or survivors
   B. only persons 65 years or older who qualify for medicare
   C. self-employed persons who give regularly to the fund

3. How many Americans are protected under Social Security?
   A. about one-half
   B. almost all
   C. very few

III. Vocabulary: Look at the underlined words in the article. Tell what the words mean.

1. disability

2. dependents

3. eligible

IV. Recall and Retention: Summarize the article in your own words.

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ENVIRONMENTAL SERVICES COURSE OUTLINE
"BASIC READING STRATEGIES"

IMPROVING READING SKILLS FOR THE WORKPLACE
CYCLE III

DEVELOPED BY
M. ELIZABETH RAY

VISIONS

A NATIONAL WORKPLACE PROJECT
OFFERED THROUGH
ORANGEBURG-CALHOUN TECHNICAL COLLEGE

INTRODUCTION

The term "syllabus" may be defined as a work which is a summary or an outline which contains the essential points in a designed course of study. Its primary purpose is to give guidance and directions to students, but it does not attempt, however, to provide scholarly completeness. One must, with the aid of the teacher/library proceed from this syllabus to a more extensive study of skills used in reading.

There are four (4) requirements which must be met if one is to achieve any permanent results from this course:

1. The teacher who understands the principles of good reading is only able to explain the difficulties and to advise one how to eliminate them.

2. The responsibility of learning to read correctly is one's personal responsibility. Thus, the student must continuously correct his/her own oral/reading expression. He/She does this by understanding why an error is an error and by avoiding the same difficulty in subsequent assignments.

3. Learning can only be achieved when good reading is consistently practiced with all reading materials.

I. Course Description

BASIC READING STRATEGIES. This course gives the students, regardless of the areas of employment, the ability to use specific reading strategies to attack oral/written word. Before, during, and after reading strategies are emphasized in an oral manner so that the student begins to think strategically when he/she reads. Emphasis on "Reading to do", learning those strategies that helps one to accomplish reading on the job.

II. Course Objectives

The Basic Reading Strategies course is designed to provide assistance to students who wish to improve their reading skills. Students will acquire critical and practical knowledge in the area of thinking strategically when reading. Emphasis will be placed on reading comprehension, vocabulary improvement, and organizational development through the use of oral communication in a participatory, cognitive, and student-centered class atmosphere.

III. Course Competencies

At the completion of Cycle III, the students will be able to:

1. develop skills to understand written passages by using before, during, and after reading strategies. Be able to generate questions from text, clarify text that is unclear, summarize text, and predict what will happen next.

2. draw conclusions and make inferences.

3. find facts and understand charts/diagrams.

EXPECTED MEASURABLE OUTCOMES

1. Given a short reading passage, the students will be able to apply the strategies of generating, clarifying, summarizing and predicting so that they may "read to do" that is, accomplish a task, perform a task, and learn about subjects they are interested in.

2. Given a specific story, students will be able to predict story contents based on titles.

3. Reading Comprehension levels will improve as students develop recall and retention strategies.

METHODOLOGY/ACTIVITIES

Lectures
Class Participation
Individual Involvement
Reading Selections
Vocabulary
Story Writing

Outline of Course Content

The focus of these skills is directed toward providing exercises that will help students learn how to recall and develop relationship strategies for retention/comprehension. However, at the same time, the student will also learn how to select the correct words - words logical in expressing themselves in their oral communication and reading.

Behavioral Objectives

The student will be able to demonstrate with 70% accuracy:

1. selecting the appropriate words to predict a concept.

2. questioning, clarifying, summarizing and predicting reading techniques

The contents of the syllabus were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

TRMC's Comprehensive Reading Curriculum

Cycle III April 25 - June

Week I

April 25	Registration
April 27	Goal Setting (complete Individual Educational Plans)

Week II

May 2	Assessment (Pre-Evaluation for Basic Reading Strategies)

Week III

May 9	Reading Exploration Strategies 1. What is reading? 2. What kind of reading do you do well? Give an example. 3. What problems do you have with reading? Give examples. 4. What do you think good readers do? (What makes them good readers)

Week IV

May 16	Exploration Strategies Continued 5. Discuss and clarify, answers about an assigned reading passage.

Week V

May 23

Exploration Strategies Continued

6. Summarize and predict answers about an assigned reading passage.

Week VI

May 30

Reading Myths

1. Subvocabulizing
2. Key Words
3. Word-By-Word Reader
4. Thought Group
5. Regression

Week VII

June 6

Group Reading

1. What was learned about reading Exploration?
2. How Effective is reading at home?

Week VIII

June 13

Analyze Strategic Reading (Vocabulary)

1. What is strategic reading?

2. Before - Reading Strategies in the Vocabulary course

Week IX

June 20	Analyze Strategic Reading Continued (Math) 1. Before - Reading Strategies in the Math course 2. Before - Reading Discussion and Evaluation

Week X

June 27	Post Test

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STRATEGIC READING FOR HOSPITAL EMPLOYEES

TEACHER'S GUIDE

USING THIS TEACHER'S GUIDE

This Guide will help you create and maintain the participatory, cognitive, and student-centered class atmosphere this curriculum has been designed to foster. The teacher in this role is to facilitate the student's construction of his or her own learning, not the slavish memorization of isolated rules or facts. Thus, the answers to many of the exercises cannot be given since they will be what the participants know or don't know. Some answers that can be suggested (and other hints and comments) are printed here under the Exploration and question number in this Guide.

EXPLORATION ONE: HINTS FOR READING ALOUD

All of the material in the Participant's Workbook is intended to be read aloud in class or small groups, however contrary that may be to standard practices in adult Ed classes. There are three purposes for reading aloud: (1) to have participants earn how to recognize, pronounce, and comprehend the written word, (2) to get the participants comfortable with their fellow classmates, and (3) to reinforce their participatory role in their own learning.

There is some explanation of the Reciprocal Teaching concepts in the Participant's Workbook. More is reproduced here.

Reciprocal Teaching

The Reciprocal Teaching reading activity was inspired by an article entitled "Students Make Gains Taking Turns 'Being the Teacher'," [Thinking About Thinking, found in Education Week Special Report, October 9, 1991, pages 14-15]. Here's a brief excerpt to indicate how it works:

> *The children learned to ask for clarification when they came upon words they did not understand. They took turns "being the teacher" and asking their classmates questions about the texts that they were reading. And they practiced summarizing aloud the passages that they had read and predicting what would happen next.*
>
> • • •
>
> *The four strategies that undergird the reciprocal-teaching method are the product of years of study on how experts read and comprehend material. The activities--summarizing, questioning, clarifying, and predicting--were chosen because they offer a dual function: They teach pupils to read and, at the same time, to monitor their understanding.*

Don't dismiss these ideas because they are directed at children. The strategies are very pertinent to anyone wanting to improve his/her reading ability. (I have modified the suggested methods for use with adults. This modification is not intended to detract from the underlying soundness of the method.) The entire article gives more of the background for using this technique.

Annemarie Sullivan Palincsar and Ann L. Brown, the developers of Reciprocal Teaching, state the basis of the method in ASCD's 1989 Yearbook:

> *Reciprocal Teaching focuses less on facilitator explanation and strategies, putting greater emphasis on teachers and students collaborating to bring meaning to the text.*

At the heart of Reciprocal Teaching is a dialogue about the meaning of the text. The dialogue is structured with the use of the four strategies that promote comprehension of text and monitoring of comprehension.

The teacher and students take turns leading this dialogue, breaking the text into segments (initially by paragraphs). The discussion is focused on generating questions from the text, summarizing the text, clarifying portions of the text that impaired understanding, and predicting the upcoming content, based on clues that are provided by the content or structure of the text.

Annemarie Sullivan Palincsar and Ann L. Brown, "Instruction for Self-Regulated Reading," in Toward the Thinking Curriculum: Current Cognitive Research, edited by Lauren B. Resnick and Leopold E. Klopfer, ASCD 1989 Yearbook, page 33.

Modifications in ReciprocalTeaching for Adults

For those familiar with this method, I have made a few changes based on the fact that the participants will be adults and not elementary students. Palincsar and Brown suggest introductory lessons with the instructor assuming principal responsibility for leading the discussion. Modeling the reading of the first page of Exploration One is the only introductory lesson as such provided here. Of course, the teacher has to explain how the material will be read, that the participants will be expected to engage in summarizing, questioning, clarifying, and predicting, and the kinds of questions that are encouraged.

The most important aspect of the introduction of the activity is to assure the participants that mistakes in word recognition, pronunciation and answers are acceptable. When the text is being read, the teacher should be prepared to start the discussion and help it along only if the participants have not. In other words, every opportunity should be given to the participants themselves to start the questioning and clarifying. Of course the teacher has to ask for the start of the summarizing stage and the start of the prediction stage at appropriate points and to act as a guide in the use of the methodology.

Conducting the Reading Exercise

SET THE ATMOSPHERE: Since Reciprocal Teaching requires participants to read, ask and answer questions, and otherwise actively participate in classroom activities, you must make it clear to the participants that making mistakes is all right. Emphasize that it is acceptable to make mistakes because that is how the learning will develop. Unless all participants feel comfortable to participate, not everyone will learn. It is the entire class', including the instructor's, responsibility to cooperate so that everyone has an opportunity to grow and learn.

MODEL: Have the participants turn to Exploration One and follow along as you read the first sentence aloud. Be deliberate, go slow, read every word. After the first sentence, stop and think aloud about the words traditional subjects taught in non-traditional ways.

> "How were the Vocabulary and Math courses non-traditional? Let me go through what I remember about those courses to see if the author is right."

Ask for other questions from participants. Get the participants in the habit of asking these questions and looking for the answers in the remaining text.

Read the second sentence (slowly) and think aloud:

> "How can you teach reading in a non-traditional way? I'll be anxious to find out how to do that."

Ask for other comments from the participants on this sentence only. Again, get the participants in the habit of asking these questions and being prepared to look for the answers in the remaining text.

Read the first page this way. Use the Discussion question on page 2 to talk about any issues that come up about reading aloud.

NOW CALL ON VOLUNTEERS TO READ: Call on a learner to read the next sentence or two. Ask for clarification, questions, summary, and predictions. During the reading, all participants, including the reader and you, can stop the reading and ask for clarification of meaning and/or pronunciation. When questions are raised, allow the participants all the time necessary to come up with answers themselves. You can focus and direct the answers only after the participants have attempted to come up with answers. Let the knowledge first come from the participants.

Below are suggested questions to stimulate discussion in this phase. You will have to determine if these questions are appropriate for the level of the class. If they are not, then maybe one of the goals of the course would be to bring the class to the level where these questions are appropriate.

* What do you think the word _____ means?
* What do you think the word _____ means in the context of this paragraph?
* Are there other meanings for the word _____? What are the other meanings?
* How do you know that word ____ in this paragraph means _____ and not _____?

If the reader is hesitant and there are many interruptions, have the paragraph read again. (You might have the paragraph read again anyway the first few times this technique is used.) Try to have participants connect what these paragraphs say with the opening paragraph you had read. Try to make as many connections as possible, because that's what reading is, making connections to what we already know or have already read.

GUIDE LEARNERS IN SUMMARIZING THE PARAGRAPH: Then ask someone other than the reader to summarize what the paragraph said. Have other participants comment on the summary or give a different version. Again, guide the participants' summaries toward a model of a good summary.

GUIDE A DIFFERENT LEARNER IN REPEATING THE PROCESS FOR EACH PARAGRAPH: This process should be used with each paragraph of Exploration One as the activities are done, even if it takes a long time. Don't forget you are attempting to have the participants experience a new way to learn to read with comprehension.

This guide can't predict what you will find about the reading abilities of your participants, but you should be prepared to use every possible opportunity to overcome problems. If a problem is really basic, stop and have them read other, lower level material, doing all four steps -- questioning, clarifying, summarizing, and predicting -- until reading improves.

EXPLORATION TWO: MORE ABOUT READING

Question 1:

A difficult question to answer. Let them struggle. You can uncover a lot of myths about reading in their answers. Don't correct the myths at this point, you will have an opportunity later.

Question 4:

Again, don't correct any misconceptions about what good readers do. Can refer to these answers later when you discuss myths about reading.

Question 6:

There're lot of thinking questions here. Giving participants the opportunity to express opinions on such questions in an atmosphere where they won't be criticized for not having the "right" answer is important. That open, non-judgmental atmosphere is critical to the participants.

Question 6.E:

This is a preliminary question for Exploration Three. Some possible answers:

> "Going through a passage and determining the words I don't know and look them up. Relate what I already know about a subject to what I am reading."

Question 7:

These are the myths about reading that the participants should relate back to questions 1 and 4. Take as much time to explore these myths. Students in school don't often have a chance to talk about reading, much less adults. This could be important to them to develop a new concept of what reading is and that they can do!

Discussion question on page 14:

Reading aloud allows participants to vocalize and hear the words. It's a way to overcome Myth 1. Slowing down to read aloud helps them overcome the notion they should be fast readers, Myth 5. Making it permissible to read again helps overcome Myth 6.

Question 10.

Question 10 is an important one for the participants to start transferring the skills they learn in class to their daily lives. Try to get each one to commit to reading at home in some way, preferably reading aloud to someone else.

EXPLORATION THREE: BEFORE-READING STRATEGIES

General Background:

The reading aloud methods used in Reciprocal Teaching are not to be confused with the **BEFORE-, DURING-, AND AFTER-READING STRATEGIES** to be developed, though there may be some overlap.

The idea for **BEFORE-, DURING-, and AFTER-READING THINKING** came from an investigation of the reading process. This three-phase reading and performance strategy comes from the work of Drs. William E. Blanton and Gary B. Moorman as expressed in their paper before the 1987 International Reading Conference entitled, "The Information Text Reading Activity (ITRA): Engaging Students in Meaningful Learning from Text." The paper can be found in a student manual used at Appalachian State University: Student Manual for LRE 4620/4630.

Here is a long quote from the article so that you can understand and appreciate the intent of the activities developed here:

> [C]ontent area reading instruction in the ITRA framework culminates in the development of students who can plan, monitor and evaluate their own learning. This goal is served when teachers plan, organize, and provide instructional assistance in the three step lesson structure.... This lesson structure mirrors student independent learning: pre-reading instruction assists students by planning their learning, during reading instruction helps students monitor their learning, and post-learning instruction enables students to evaluate their learning. Thus the overriding goal of the ITRA reflects Herber and Nelson-Herber's idea that "Instructional units and lessons reflect a 3 part structure: activities that prepare students for the work to be done, that guide them in doing the work, and that promote their independent application of what was learned." Finally,...instruction must be based on the cognitive processes used by students during learning: activating and focusing during pre-reading, selecting and organizing during reading and integrating after reading. (Pages 99-100 of the Student Manual.)

These ideas are particularly appropriate to learning-how-to-learn strategies as well as reading and performance strategies. More quotes from this work will be forthcoming as is appropriate for each of the different stages.

Before-Reading Strategies:

Here are some quotations from articles that you can study to help you see the practical nature of these reading strategies, especially appropriate for adults.

1. From Annemarie Sullivan Palincsar and Ann L. Brown, "Instruction for Self-Regulated Reading," Toward the Thinking Curriculum: Current Cognitive Research, edited by Lauren B. Resnick and Leopold E. Klopfer, ASCD 1989 Yearbook:

> "(1) Clarifying the purposes of reading to determine the appropriate approach to the reading activity (e.g., skimming, studying);
>
> "(2) Activating background knowledge to create links between what is known and the new information presented in the text;" page 20."

Step Two seems to be a **DURING-READING STRATEGY**, but learners can activate background knowledge before reading by doing some mental skimming, or brainstorming.

> "Investigators have looked at several instructional approaches for prereading activities that promote student engagement in activating background knowledge and purpose setting (Langer 1984, Ogle 1986). In each approach, the teacher identifies the topic of the text, and the students are encouraged to "brainstorm" what they already know about this topic or what they would like to know. Students generate a series of questions, and as they read, they monitor the relationship between what they discussed before their reading and what they are encountering in the text. They then determine which of their questions have been answered in the text.
>
> "Increasing students' awareness of text structure, or the way the ideas in a text are interrelated to convey a message to the reader (Meyer and Rice 1984), has also proven to be an effective prereading activity. We rarely leave for a place we've never been before without consulting a map or obtaining directions. In the same way that a map helps travelers organize their journey and monitor their progress, the structure of the text can help students organize and retain the information they are reading and monitor their understanding and recall of this information.
>
> "Fitzgerald and Spiegel (1983) taught low-achieving 4th grade students the features typical of narrative text (e.g., setting, goal, attempt, and outcome). They also taught the students the relationship among these story features and the relationship between knowledge of these parts of the story and comprehension of the story. Instruction on story features enhanced not only the story structure knowledge but also comprehension and recall of stories." Page 28.

Of course, instead of (or in addition to) discussing text structure of stories, you can discuss the structure of the workplace memos: (1) Goals to be accomplished; (2) Information you need for your work; (3) Response required.

2. From Isabel L. Beck, "Improving Practice through Understanding Reading," Toward the Thinking Curriculum: Current Cognitive Research, edited by Lauren B. Resnick and Leopold E. Klopfer, ASCD 1989 Yearbook:

> "Studies that address helping students use knowledge they already possess assume that comprehension may suffer when students have knowledge relevant to the content of the text but have difficulty linking what they know with concepts in the text. One such set of studies (Langer 1981, Langer and Nicholich 1981) addressed the effectiveness of an activity called Pre-Reading Plan (PReP), which helped students access relevant knowledge before reading. PReP has three phases: (1) the teacher asks students to free associate about a concept that will be important in the upcoming text, (2) students explore why they came up with their associations, and (3) they discuss any new ideas about the topics as a result of the activity. In addition to helping students activate knowledge they may have, the PReP activity also measures students' background knowledge and enables a teacher to determine if student knowledge is adequate for the selection." Page 54.

3. From Gary B. Moorman, Student Manual for LRE 4620/4630, copyright 1989, Appalachian State University and Gary Moorman, page 66:

PLAN	PLAN BEFORE YOU READ
- What do I need to accomplish? (Goal)	- Clearly establish your goals.
- What do I already know?	- Think about/discuss what you already know. - Preview the assignment
- What skills are required?	- Identify special skills necessary.

- What resources are available?	- Note available resources:
	  - Within text (chapter overview, summary, key vocabulary, glossary, supplemental reading, etc.)
	  - Outside text (instructor, classmates, books, journals, films, etc.)

- Am I familiar with the language related to the task?	- Identify key vocabulary.
- How much time will it take?	- Allocate time.
- Can I do it?	- Commit yourself to learning.

4. From Gary B. Moorman, Student Manual for LRE 4620/4630, copyright 1989, Appalachian State University and Gary Moorman, page 132:

STUDENT STRATEGIES (PLAN READING STAGE):

PURPOSE:	Why should I read this? How should I read this?	PROCESS:	What do I know about this? How is it organized? What are some key words?

TEACHER STRATEGIES (PLAN READING STAGE) [Might be of interest.]

PURPOSE: Group purpose; Read to Update Knowledge; Read to Learn Structure; Read to Confirm Prediction; Read to Apply Skill.

PROCESS: Anticipation Guide; Graphic Organizer; Mapping; Learning Teams; Questions; Matrix Analysis; Prediction

5. My version of a **BEFORE-READING STRATEGIES** chart is set forth below. It does not attempt to summarize the previous points made above. It's just another way to look the subject.

BEFORE-READING STRATEGIES

1. ANALYZE THE READING TASK.

2. DETERMINE THE OBJECTIVE TO BE ACCOMPLISHED.

3. THINK ABOUT HOW THE OBJECTIVE WILL BE ACCOMPLISHED IN THIS READING TASK.

4. DECIDE HOW THE READING TASK CAN BE BROKEN DOWN INTO MANAGEABLE PARTS.
   - 4A. DETERMINE THE OBJECTIVES OF EACH PART OF THE READING TASK.
   - 4B. PLAN THE SEQUENCE IN WHICH YOU WILL PERFORM THE PARTS OF THE TASK.
   - 4C. DECIDE WHAT YOU ALREADY KNOW ABOUT THE PARTS OF THE READING TASK AND THE OBJECTIVE TO BE ACCOMPLISHED.

5. DETERMINE IF THERE IS MORE INFORMATION YOU NEED BEFORE STARTING TO READ.

The chart the participants develop does not have to be elaborate or contain all the elements listed in the research above. Make every effort to have the learners come up with their own strategies. Any chart participants do develop should be blown up into poster-size proportions and left permanently hanging in the classroom, or at least put up for every class.

Introduction and Questions 1-5:

Again, this introduction raises questions that students aren't normally asked to think about. Use it as an opportunity to get at misunderstandings of reading and the reading process. Any misunderstandings should be dealt with as they arise.

Questions 6 and 7:

Give the participants as much of a chance as possible to answer these questions on their own. If the answers are close to any of the Strategies discussed in this Teacher's Guide, tell them that they picked some of the ones experts in the field also mention. Don't add any strategies mentioned in this Guide at this point.

Question 8:

Knowing the meaning of words is a good Before-Reading Strategy. Can scan material for words you don't know, make a list of them, and then check the dictionary. Knowing how to use the dictionary was a skill used in the vocabulary course. Ask them to explain the skill again if needed.

Question 9:

The skill learned in the math course was how numbers are used to organize material. Well, determining how reading material is organized is a very important Before-Reading Strategy.

Question 10:

If the participants don't mention all the strategies that are suggested in this Guide, you can introduce those that you think would be most helpful to them now. You don't have put all the strategies down; it's better to have a few that the participants will use rather than a lot that they know about but don't use.

Question 12:

This is a more sophisticated question because it requires the participants to start breaking down reading material into different categories. Ask them for examples of the kinds of reading material found on the job or at home and then group them into categories.

EXPLORATION FOUR: FURTHER DEVELOPING READING STRATEGIES

Question 1:

This question uses the reading material the participants brought in to read aloud in Activity Two. If the material is not still in the classroom, pick similar material, enough for each participant. If more space is needed to list material on the chart, use the back of the page or blank sheets of paper. In Activity Three, the participants discussed Before-Reading Strategies. Here they will use the Strategies.

Part B: Matching up strategies with reading material reinforces the skills developed in Activity Three.

Question 2:

Having the participants do the strategies without reading the material is not easy for them. Participants aren't used to doing it so it has to be mentioned and monitored often. The course is trying to have them develop the habit of using Before-Reading Strategies, which takes a lot of repetition.

The discussion question that follows is another way to let the participants be aware that you value their use of Before-Reading Strategies.

Question 4:

If the participants get stuck in their brainstorming, here are some more items to add to their list. Give only one or two of these to see if it sparks ideas in them:

- Labels on materials used
- Directions for mixing products
- Memos
- Job descriptions
- Self-survey
- Signs in the hospital
- Employee Handbook
- Work Assignment sheets
- Job Performance Standards

Once the reading material is listed, the purposes for reading it should come from the participants.

Question 5:

Should become clear to the participants that there could be many reasons to read the same material.

Question 6:

If there could be many purposes for reading the same material, then you can use different Before-Reading Strategies to read the same material, <u>depending on your purpose</u>. In other words, there is not just one strategy to be used with a particular kind of reading material.

Question 6, continued:

Some of the strategies for the different purposes for reading the same material may be:

To answer specific questions	scan for portions of text where the answers may be
To learn how to do something	Look in index or scan for the for that section and scan that part before reading in detail
To know about something in general	think about what I already know, scan for how organized

Question 7:

Parts A, B, and C reinforce that process is as important as content. That is, how you go about reading is as important as what you read. Again, the participants should be held responsible for all the process questions, not just the content questions. If you don't emphasize the process, they will not change their reading habits.

Question 8:

Part B: These answers need not be profound. You are trying to get then to become aware of their thinking and to learn how to observe themselves performing mental work.

Part C: Each participant should answer this question even if it is to say that the strategies did not help. Try to get to the reasons for any of the answers.

Part D: Working in groups is used extensively throughout the course, but not often discussed. This gives participants a chance to discuss how to work in groups.

Question 9:

Giving summaries is a skill they used in reading aloud. They should be more comfortable with doing this; it reinforces a previously learned skill.

Question 10:

This question gives participants a chance to evaluate and make decisions instead of just following what someone else has decided for them. Helps their self-esteem. Should encourage everyone to answer, not just the more vocal ones.

The discussion questions are designed to get the participants to use these strategies on all their reading, both at home and at work. The questions don't have any one right answer and each participant should be encouraged to answer each of the questions.

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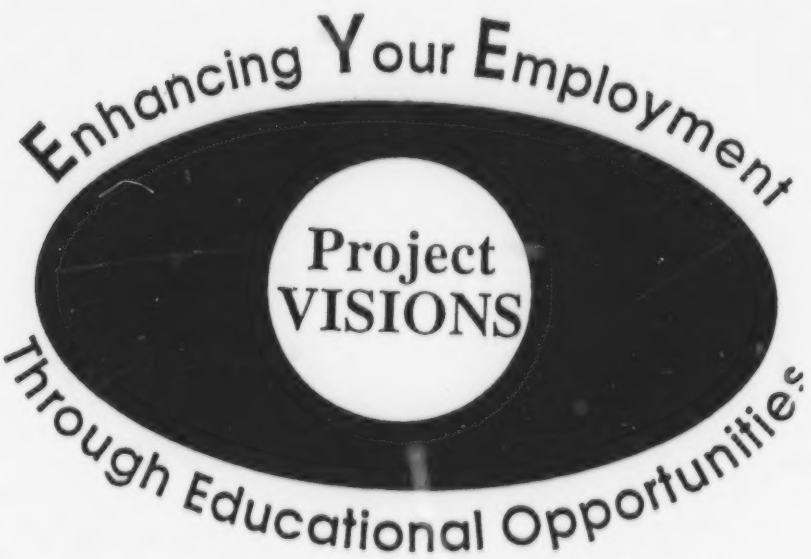

STUDENT WORKBOOK

For

Strategic Reading for Hospital Employees, I

Developed by Edmund Vitale, Jr.
Gaithersburg, Maryland

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PROJECT VISIONS

EXPLORATION ONE:
READING ALOUD TO HELP COMPREHENSION

WHERE THIS COURSE IS GOING

Throughout the courses that came before this, you have approached traditional subjects --vocabulary and math -- from non-traditional view points. You will approach the subject of reading from two non-traditional points of view for the adult learner. One new view point is to use reading aloud techniques (the method is called Reciprocal Teaching), and the second is to develop and use **Before-, During-, and After-Reading Strategies**. Both of these non-traditional approaches are designed to help improve your reading and your reading comprehension.

In this Exploration, you will concentrate on learning and using the Reciprocal Teaching techniques to read aloud. You will then use these techniques to read aloud through the rest of these Explorations. The remaining Explorations in this course and the next will concentrate on developing **Before-, During-, and After-Reading Strategies.**

THE "RULES" FOR READING ALOUD

The reading aloud techniques used here are from a system called Reciprocal Teaching. We use this system because it focuses less on teacher explanation and more on teacher/student ***collaboration, [or talking together],*** to bring meaning to the text. Talking together to bring meaning to the text fits in with the shared responsibility for learning that has been promoted in this course. Here are the "rules" you will use while reading aloud.

A text is read aloud and all participants engage in a dialogue or discussion about the text using four strategies.

1. **GENERATE [ASK] QUESTIONS** from the text.
2. **CLARIFY [MAKE CLEAR]** text that is unclear to you.
3. **SUMMARIZE [TELL ALL ABOUT]** the text.
4. **PREDICT [TELL WHAT WILL HAPPEN NEXT]** what you think will happen next in your reading from what you have read so far.

DISCUSS

Discuss as a class what you think these "rules" mean and how you think they work as class members are reading. Use the space below as a Personal Learning Journal to record points you want to remember from the class discussion about reading.

TAKE ADVANTAGE OF LEARNING OPPORTUNITIES

You can start practicing reading aloud right now, generating questions, clarifying points, summarizing ideas, and predicting what's to come as you read your workbook!

1. In the Vocabulary course, you might remember reading a Memo to Class. There is a very important paragraph in that Memo that should be re-read, aloud.

> In this exploratory classroom, you as the participant have certain obligations also. You have to join in the discussions, ask questions, work in groups, and actively do the exercises. There is another obligation that both you and the instructor have to agree upon. That is the obligation that we don't judge or criticize others questions or answers. That means that even if wrong answers are given, we won't criticize each other; we will take the opportunity to learn from the response. We call this taking advantage of learning opportunities. So the more you participate and the more you try to answer questions, the more opportunities everyone has to learn!

2. The learning opportunities in this course will take place as you read. Let's change the paragraph slightly so that it deals specifically with reading.

> There is another obligation that both you and the instructor have to agree upon. That is the obligation that we don't judge or criticize other's pronunciation or non-

recognition of words while reading aloud. That means that even if you or your classmates don't know a word or mispronounce it, we won't criticize each other; we will take the opportunity to learn from the situation. We call this taking advantage of learning opportunities. So the more you participate by reading aloud, the more opportunities everyone has to learn!

DISCUSS

Discuss the ideas and concepts of this paragraph as it has been rewritten for reading. Use the space below as a Personal Learning Journal to record points you want to remember from the class discussion about reading.

SET A CLASS POLICY

Now that you have practiced reading aloud and have read a revised version of the Memo to Class, we hope you can see how these techniques for Reciprocal Teaching fit in with the shared responsibility for learning that these courses have been using. You now have enough background knowledge to develop a class policy on how the class can best take advantage of these learning opportunities.

3. Here are some possible questions; can you think of others?

How and when do you supply a word the reader cannot pronounce without criticizing?
How and when do you correct pronunciation so that it is a learning opportunity for everyone?
How long do you give readers a chance to pronounce a word before someone else giving the pronunciation?
At what point do you interrupt to generate questions from the text?
When do you clarify portions of the text that are not clear?
When is the best time to summarize the text?
How do you ensure everyone who wants to gets an opportunity to read?
How do you treat participants reluctant to read?

How do you encourage participants reluctant to read without demanding they read?

At what point is it appropriate to predict upcoming material?

Your instructor will list the concerns you generate below.

4. Since this is a participatory classroom, you will help make these decisions. Your instructor will lead a class brainstorming session in which you have the opportunity to generate as many possible solutions to these questions. Your instructor will place these ideas on the board.

DISCUSS, EVALUATE, AND GROUP IDEAS

We don't criticize ideas while we are brainstorming, but we can analyze and evaluate the ideas and make some judgments about them *after* all ideas are collected.

5. Your instructor will guide the entire class through a discussion and evaluation of your ideas. Everyone can express an opinion on the grouping of similar thoughts, the elimination of some, agreeing on the language, etc. The final policy and procedures will be adopted by agreement of the class.

   Copy the class policy agreed upon in the space below. Your instructor will also have the policy printed into handouts for your individual use and, if possible, into a poster to be displayed during all classes.

You have developed the rules that you will be guided by in the remainder of these reading courses. Take every opportunity to learn from the experience.

For the next class, bring in some reading material from home on which you want to practice reading aloud. This will be done in small groups so that everyone will have a chance to read and participate.

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EXPLORATION TWO:
MORE ABOUT READING

WHAT YOU THINK READING IS

The next questions are not easy to answer. They should, however, get you to start thinking about something we can do but not explain -- reading. Make some notes of your answers in the space below the question. These notes are to remind you of your thoughts during the class discussion, so don't worry about spelling, grammar or sentence structure.

1. How would you explain what reading is?

2. What kinds of reading do you do well? Give specific examples.

3. What problems do you have with reading? Give specific examples.

4. What do you think good readers do? (What makes them good readers.)

DISCUSS

Discuss your answers to these questions with the rest of the class. Use the Personal Learning Journal space below to record the comments you found of interest.

WHAT OTHERS HAVE TO SAY ABOUT READING

Let's explore more about this thing called reading. You have had an opportunity to discuss what you think the reading process is. Now let's find out what others have to say about reading.

5. Read aloud the following quote. Ask questions, clarify, summarize and predict as needed.

> Reading is thinking.
>
> * * *
>
> Understanding a paragraph is like solving a problem.... The mind is assailed as it were by every word in the paragraph. It must select, repress, soften, emphasize, correlate and organize, all under the influence of the right mental set or purpose or demand. (Thorndike, 1917)
>
> * * *
>
> To completely analyze what we do when we read would almost be the acme of a psychologist's achievements, for it would be to describe very many of the most intricate workings of the human mind. (Heuy, 1980/1968)
>
> All quotes from the article, "Individual Differences and Underlying Cognitive Processes," by Spiro & Myers, THE HANDBOOK OF READING, David Pearson, editor, Longman, 1984. page 490.

6. This quote attempts to describe what we do when we read. Note your individual answers to the following questions before discussing them with the class.

A. Is this an easy or difficult passage to understand? Why?

B. Does this confirm to you that you are not alone in having difficulty in describing reading? Explain your answer.

C. What do you think it means when it says that reading is thinking?

D. What do you think it means when it says that reading a paragraph is like solving a problem?

DISCUSS

Discuss your answers to these questions with the rest of the class. Use the Personal Learning Journal space below to record the comments you found of interest during the class discussion.

6. Here is another quote about reading to read aloud. Ask questions, clarify, summarize and predict as needed.

> A thoughtful understanding of the reading process may be one of the most important contributions to enhancing instructional practice.... An important start is an appreciation of the fact that reading is a complex skill.... Reading comprehension is not a single process; rather, it is complex, made up of many interrelated component processes.
>
> The mental operations involved include:
>
> * recognizing words and associating them with concepts stored in memory;
> * developing meaningful ideas from groups of words;
> * drawing inferences;
> * relating what is known to what is being read.
>
> [Reading] comprehension is constructive because the meaning of a text is built by the reader, not extracted from the pages. At issue here is that no text is complete in itself. It can't be because the nature of language precludes it. Readers must use prior knowledge to fill in gaps, make inferences, and determine what text information relates to what.
>
> Beck, I.L., "Improving Practice Through Understanding Reading," Toward the Thinking Curriculum: Current Cognitive Research, ASCD 1989 Yearbook, pp. 41-43.

A. How does this explanation about reading compare with yours?

B. What new things have you learned about the reading process from this quote?

C. How does this passage compare to the other quote on reading you just read? Which is more helpful to you and why?

D. Why is it important to appreciate the fact that reading is a complex skill?

E. What are some strategies discussed in the quote that you can start to use in your own reading?

F. What does it mean that meaning of a text is built by the reader, not extracted from the pages.

DISCUSS

Discuss your answers to these questions with the rest of the class. Use the Personal Learning Journal space below to record the comments you found of interest during the class discussion.

MYTHS ABOUT READING

7. The next series of quotes concerns some of the myths about reading. Discuss with the class what myths are before reading this passage. As you read this passage, think about your answers to question 4 to determine if what you think good readers do may be a myth. As you read aloud, ask questions, clarify, summarize and predict as needed. You will read this passage one myth at a time so that you can discuss the ideas in each section separately. These myths are taken from Arthur Whimbey and Jack Lochhead, *Problem Solving and Comprehension*, Lawrence Erlbaum Associates, Publishers, 4th ed., 1986, pages 137-39.

> There is a great deal of misinformation about reading. Here are six popular myths about reading which research has shown to be false.
>
> **MYTH 1. Don't Subvocalize When You Read**
>
> You sometimes hear the advice that you should not move your lips, tongue or throat muscles when you read. You should not even hear the words in your mind when you read.... A series of studies have now shown that subvocalizing is useful and perhaps even necessary for good comprehension of difficult material.... All the evidence indicates that you should subvocalize freely when you read.

Discuss the following questions.

A. Have you been told not to move your lips when reading?

B. What difficulties has that caused for you?

C. Do you move your lips or hear the sound of the words in your head when reading? Explain how this helps or hinders your reading.

D. If you don't subvocalize, do you want to try? Why or why not.

MYTH 2. Read Only the Key Words

This advice is completely illogical. How can you know which are the key words, until you first read the words? The advice assumes you have some magical mechanism which allows you to pre-read the words and select out the key words which you will then read.

Discuss the following questions.

A. Have you ever been told to only read the key words?

B. What difficulties has that caused for you?

MYTH 3. Don't be a Word-By-Word Reader

Teachers have been urged to teach the child to read two and three words per fixation. However, the best studies show that even college students rarely read more than one word per fixation.

Discuss the following questions.

A. Have you been told to read two or three words for every eye movement and have you ever tried to do it?

B. What difficulties has that caused for you?

MYTH 4. Read In Thought Groups

This myth is closely related to myth 3. Since good readers basically read one word at a time, they obviously do not read in thought groups.... You cannot "read in thought groups" in the sense of visually focusing on groups of words which form thoughts. You couldn't know which words formed a "thought group" until you first read the words. It would be impossible to read by moving your eyes from one thought group to another.

Discuss the following questions.

A. Have you been told to read in thought groups and have you ever tried to do it?

B. What difficulties has that caused for you?

MYTH 5. You Can Read At Speeds of 1,000 or More Words a Minute -- Without Any Loss of Comprehension

A sample of University of Michigan professors was found to read at an average rate 303 words per minute, and the average rate for Harvard freshman was 300 words per minute. In study after study, approximately 300 words per minute has turned out to be the maximum rate at which people can read without sacrificing comprehension.

Discuss the following questions.

A. Have you been told and did you believe that good readers read fast?

B. Have you felt you were not a good reader because you didn't read very fast? What did that do to your efforts at reading?

MYTH 6. Don't Regress or Re-read

Re-reading is said to be a bad reading habit and totally unproductive. Instead you should forge ahead and your understanding will be clarified as you read on. Studies show that good readers do not follow this advice. With textbooks and other complicated material they must frequently re-read sentences and paragraphs to get the full meaning.

Discuss the following questions.

A. Have you been told and did you believe that good readers never re-read?

B. Have you felt you were not a good reader because you re-read passages? What did that do to your efforts at reading?

DISCUSS

How do the four techniques Reciprocal Teaching used to read aloud in this class help you to overcome some of these myths? Use the Personal Learning Journal space below to record the comments you found of interest during the class discussion.

READ YOUR OWN MATERIAL

Your instructor will divide the class into groups. Each member of each group will get a chance to read aloud the material he or she brought from home. The reader will also lead the group in questioning, clarifying, summarizing, and predicting.

REPORT

After everyone has had an opportunity to read in his or her groups, the class will come back together and discuss the following questions.

8. What have you learned about reading in this Exploration?

9. Is reading aloud helping you to better understand what you read? Why or why not.

10. How can you practice your reading at home?

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EXPLORATION THREE:
DEVELOPING BEFORE-READING STRATEGIES

INTRODUCTION TO READING STRATEGIES

In school, we all had the reading course where we focused on main idea, supporting detail, or drawing conclusions about the material we were reading. Most of the reading we did in school was tested on the content of the material. That reading can be labeled as ***reading to learn***, a highly valued skill in the academic world but not the skill used outside the school house in your everyday life.

The kind of reading you will focus on in this Exploration is ***reading to do***. This skill treats reading as a process that helps you to accomplish a task, perform your work, in addition to learning about a subject in which you are interested. Here, you will develop a wide variety of reading strategies, use them on a wide range of reading material, and then learn to pick and choose the strategies most appropriate to the purpose for reading, the material being read, and your personal learning style.

In Exploration One, you learned some techniques of things you can do when reading aloud in a group that will help you to read better and better understand what you read. The questioning, clarifying, summarizing, and predicting techniques are good examples of the reading strategies that you will explore in these courses.

However, questioning, clarifying, summarizing, and predicting are generally things you do *while you read*, and therefore will be considered **During-Reading Strategies**. But now that you know examples of reading strategies, you can start to develop **Before-Reading Strategies**.

DISCUSS

Discuss the following questions with the class. Use the space below each question as a Personal Learning Journal to record the ideas and comments that have the most meaning for you. Since this is your *Personal* Journal, don't worry about spelling, grammar or sentence structure.

1. What does the introduction to this Exploration mean to you and your reading style?

2. What do you understand the difference to be between **reading to learn** and **reading to do**?

3. In Exploration Two, you have read about what others say about reading and the myths of reading. Do the ideas expressed in that material support or not support the idea of **reading to do**? Explain and support your answer.

4. What do you understand the word "strategic" to mean in the title of this course?

5. What do you think "strategic reading" means?

THINK ABOUT BEFORE-READING STRATEGIES

Answer the following questions individually in preparation for a class discussion. Make notes of your answers in the space following each question; don't worry about spelling, grammar or sentence structure.

6. Do you do or think about anything before you read that helps you to understand the material better? Give some examples. Think carefully because you might do a few things or make assumptions so quickly that you don't realize that you have thought about these things.

7. Even if you don't do anything prior to reading to help you comprehend the material, is there anything that you could do before you read that might help you to better understand the material?

Believe it or not, you have already used at least two skills that can be parts of **Before-Reading Strategies** -- one in the Vocabulary course and one strategy in the Math course.

8. What skills did you learn in the VOCABULARY course that can help you with **Before-Reading Strategies**? Name the skill(s) and tell how it can help with **Before-Reading Strategies**.

9. What skills did you learn in the NUMBERS & CHARTS course that can help you with **Before-Reading Strategies**? Name the skill(s) and tell how it will help with **Before-Reading Strategies**.

DISCUSS

Discuss your answers to questions 6 through 9 with the rest of the class. Use the space below as a Personal Learning Journal where you record the ideas and thoughts that you found most interesting.

PUT IT ALL TOGETHER

10. Now you will bring together all the strategies that you have discussed so far in this Exploration (including any new ones that come to mind). Your instructor will ask each of you to contribute one of the **Before-Reading Strategies** already mentioned or any new ones you can think of and list them on the board. Copy the list below for your own use.

11. Your instructor will guide the entire class through a discussion and evaluation of your **Before-Reading Strategies.** Group similar thoughts, eliminate others, and agree on language if needed. Copy the revised list in the space below along the left-hand margin one under the other.

BEFORE-READING STRATEGIES	USED WITH THIS KIND OF READING MATERIAL

ANALYZE THE STRATEGIES

12. You won't want to use all of these strategies every time you read. Some of them would not be appropriate for some reading material, like scanning pictures may be appropriate for magazines and newspapers, but not novels. So let's link up these strategies to the most appropriate kinds of reading material for which they would used.

    Go back to the **Before-Reading Strategies** you listed in question 11. Your instructor will lead in the class in determining which strategies can be used with all reading material. Then for those strategies that can't be used for all reading material, list the appropriate kinds of reading material from home and from the job for the strategy. It is OK to list the same reading material for more than one strategy.

DISCUSS

Discuss the relationships between the strategies and material that you have generated. Use the space below as a Personal Learning Journal where you record the ideas and thoughts that you found most interesting.

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EXPLORATION FOUR: PRACTICING AND FURTHER DEVELOPING YOUR READING STRATEGIES

LEARN TO PICK AND CHOOSE READING STRATEGIES

You will now get the opportunity to practice the Before-Reading Strategies that you developed in the last Exploration. As you use these strategies, you can become aware of adjustments you might want to make in the strategies you use or to choose different strategies.

As was stated earlier, you will not use all of these skills all the time. You will learn to pick and chose the ones that are most appropriate (1) for your learning and reading style, and (2) for the kind of material you are to read. Later you will learn to choose strategies for the purpose for which you are reading.

EXAMINE, AGAIN, THE CONNECTION BETWEEN STRATEGIES AND READING MATERIAL

Do you remember the reading material you brought in previously to read aloud? Your instructor will use this reading material (or similar reading material) for practicing your Before-Reading Strategies.

1. Your instructor will lead the class in performing activities that follow.

   A. List the title of each piece of reading material you brought in or the instructor has collected along the left hand margin of the chart on the next page.

   B. Then discuss the Before-Reading Strategies you intend to use with each kind of reading material and place all the strategies in the space opposite the reading material you are analyzing.

   C. The instructor will assign each piece of reading material to those participants who did NOT bring in the material or read it aloud in a group.

READING MATERIAL BEFORE-READING STRATEGIES

A.

B.

C.

D.

USE YOUR BEFORE-READING STRATEGIES ONLY

2. When the instructor gives you the material to read, USE THE BEFORE-READING STRATEGIES only; don't fully read the material yet. As you use the Before-Reading Strategies be aware of (1) how the strategies are working, (2) what you are learning by using the strategies, and (3) any different strategies that come to mind. Make notes of your before reading experience in the space below.

DISCUSS

Discuss with the class your experience using your Before-Reading Strategies, including the three questions listed in exercise 2. Be specific, give examples, and support your reasons for any new Before-Reading Strategies. Make notes of ideas that are of interest to you in the space below and add any new Before-Reading Strategies to your chart at the top of the page.

READ

3. Now read the material you explored using Before-Reading Strategies. As you read, determine if the Before-Reading Strategies helped you to understand the reading material.

DISCUSS

Discuss with the class the material that you read, and whether the Before-Reading Strategies prepared you sufficiently to understand the material you were reading. Support your conclusions. Make notes below of ideas from the class discussion that are of interest to you.

MAKE A NEW CONNECTION BETWEEN READING STRATEGIES AND PURPOSE FOR READING

Now you will explore another aspect of the reading process, and that new aspect is the connection between the purpose for your reading and reading strategies you will use to achieve those purposes.

4. Your instructor will lead a brainstorming session, the object of which is to list as many things in the hospital that you have to read and the reason for reading each. There could be more than one purpose for reading the same material! Also don't confine yourself to just books and memos; think hard about all the things you have to read but take for granted. Copy the list from the board in the space below.

EVALUATE AND ORGANIZE YOUR LIST

5. Your instructor will guide the entire class through a discussion and evaluation of this list of reading material and the purposes for reading it. Group all the purposes for reading the same material together, eliminate duplication, and agree on language if needed. Copy the revised list in the appropriate columns in the chart below.

6. Your instructor will lead the class in proposing and analyzing the kinds of reading strategies that could be used for each of the purposes. Make notes of the discussion and the strategies agreed upon in the space below. Place the strategies you propose for each purpose opposite that purpose in the chart below.

MATERIAL READ	PURPOSE(S) FOR READING	BEFORE-READING STRATEGIES

PRACTICE READING FOR A PURPOSE

Your instructor will divide the class into at least three groups. Each group will be given one of the following hospital documents: The job description for Housekeeper 1, the form called Patient Visit, or Job Specific Performance Standards for Housekeeper 1. The reading purpose of each group's project is to summarize the assigned material for the other members of the class. The group will also report on the Before-Reading Strategies it used and the effectiveness of the strategies used.

7. Each group will do, and report on how they accomplished, the following steps.

   A. Before getting the assigned document, discuss and agree as a group the Before-Reading Strategies that will be used to preview the document for the purpose of preparing a summary.

   B. Preview the document using the Before-Reading Strategies and record how effective the strategies were for previewing purposes.

   C. Read the Document carefully and record how effective the Before-Reading Strategies were for you to better understand the document for the purpose of preparing a summary.

   D. Prepare the summary of the document and record how the group divided up the work and achieved a summary everyone could agree on.

   E. Prepare a report on questions A, B, and C above.

DISCUSS PROCESS

Reading strategies are the steps or the process we use to learn from the written word. In this course, the process we use is as important as the knowledge we learn. So you will discuss the process questions first.

8. Each group will take turns and report to the rest of the class its answers to questions A, B, and C from exercise 7. Then the groups will take turns again and report how the group worked together to achieve its goal (question D). Use the space below to record ideas from the reports and discussions you can use.

DISCUSS CONTENT

The content of the material is, in this case, the purpose for which you were reading: a summary of the assigned material.

9. Each group will present its summary of the assigned material to the rest of the class. Each group should also be prepared to answer questions and lead a class discussion of the document assigned. The members of the class should be prepared to ask questions and relate any experiences they had with the reading material. Make notes below of the ideas that are of interest to you.

EVALUATE

You have made a chart in Exploration Three that showed the relationships between Before-Reading Strategies and the kind of material to be used. In this Exploration, you made a chart that showed the relationship between the purpose of reading and Before-Reading Strategies. Let's compare the charts.

10. You instructor will divide the class into groups and each group is to answer the following question:

    Are Before- Reading Strategies more closely related (A) to the kind of material being read, (B) the purpose for the reading, or (C) a combination of both reading material and purpose?

    Each group should be prepared to support its conclusions

DISCUSS

Your instructor will lead a class discussion of the answer to that question and the support that different groups have given. Make notes below of the ideas that can help you improve your reading.

Discuss with the class your answers to the following questions:

A. If you have used some of these Strategies outside of the classroom, tell the strategies used, the reading material, and the circumstances.

B How many of the Before-Reading Strategies do you feel most comfortable with? Why?

C. Relate the reading situations at home and at work in which you intend to use Reading Strategies.